LESSON PLAN FORMAT

Your name:
Grade Level / Subject:

A. **State Competency** – This is the required Oklahoma competency *(P.A.S.S.)* for your subject area and/or specific grade levels.

B. **Objectives for this lesson** – State specifically what the student will know or be able to do when you have taught the lesson (e.g., the student will be able to spell 10 assigned math words at the fourth grade level of proficiency.) Remember that objectives must be measurable. Bloom’s Taxonomy can help with measurable objectives.

   http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/bloom.htm
   http://techlearning.com/article/8670

C. **Materials and Resources** – List the materials you will use to teach this lesson. Be sure to state the books, film or Internet resources from which you will teach. Be specific as to page numbers, length of film, website, etc.

D. **Instruction:**

   1. **Administer the Pre-Test prior to the initiation of the lesson.**
   2. **Introduction** – What student prior knowledge will you access? (Pre-test data/other means of assessment) What activities will you use to access that prior knowledge? How will you tie today’s lesson into previous lessons? How will you motivate the student to learn what you will be presenting in this lesson?
   3. **Instructional Process** - What will you do or say during the lesson? What will your students do or say? How long will this take? Have you broken up the lesson into segments? How will you monitor the learning process? What activities will you use to teach this lesson?

      a. Describe the activities you will use: **These activities must match your learning objectives.**

      i. One activity must utilize one of the communication platforms (wiki, blog, Skype, Ning, etc) discussed and explored during this workshop. In order to do this effectively, you should, at the beginning of the semester, introduce your students and/or parents to the platform (of your choice) and periodically require them to do some form of activity prior to the initiation of any lesson that would incorporate the platform for any type of assessed work done by a student.

      ii. One activity must utilize at least one form of mathematic content software (Winplot, Geogebra, Microsoft Math, Graphing Calculators, Mathematic Web Quest, Mathematic Website, Graph Club, etc) discussed and explored during this workshop.
4. **Closure** – The conclusion of the lesson. This could include a question/answer period over the material covered, a review from the teacher, or a student activity that helps with solidifying the understanding of the material.

D. **Assessment** – How will you know the student learned what you thought you taught? **The post-test is required**—other means of assessment can include: skills sheet, physical task, project, homework assignment etc. Remember, your assessment must match your objectives.

E. **Modifications / Accommodations** – How will you adjust instruction and activities or modify the lesson for those students unable to do regular course work? How are instruction and lesson activities modified because of the pre-test? Did you notice any “grouping” data that should be addressed? (gender, ethnicity, special needs, gifted, etc) State the reason for the modification (dyslexia, vision impairment, deaf, low/high pre-test scores, etc.) List a minimum of two modifications or accommodations based on student needs or pre-test data.

F. **Reflection** – You cannot do this step until you have actually taught the lesson. At that time you should list the changes you will make because of time constraints, student abilities, or materials that were not adequate. Or, perhaps you find that your teaching was not adequate and will do things differently next time you teach this same material.